

*Ready for Work:*

**Video-Enhanced Dialogic Assessment as  
an international route to UK Qualified  
Teacher Status**

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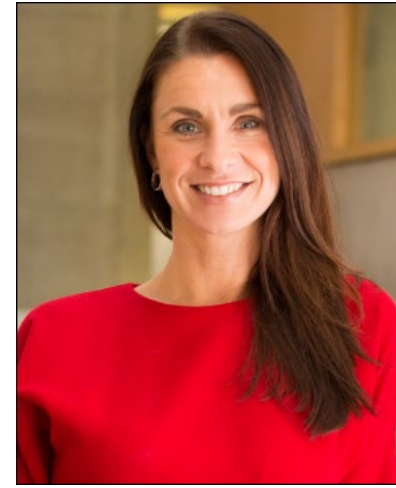


**University of  
Sunderland**

# International & Independent Distance Learning Team

## PGCEs in **Education** and **Early Years Teaching**

### Assessors for Assessment-Only Route to QTS



*Ian, Liz, Simon, Jemma, Alison & Vikki*

Winners of the Vice-Chancellor's Team Award 20-21

# This “speculative workshop”

- Background to international teacher education and AOR QTS
- Background to Video-Enhanced Dialogic Assessment
- The Vice-Chancellor’s Team Award 20-21: the VEDA project
- VEDA processes and research
- Indicative data: case summaries
- Insights from research so far
- Next steps and discussion





# The International teacher education context

- British Teachers' Standards courses: award PGCE not QTS (Qualified Teacher Status)
- International school market: 60+ countries, 500+ schools; 650+ trainees per year
- Qualifications valuable in the international school sector

## However...

- QTS is valued in some countries overseas despite its UK-specific licensure e.g. replaces exams in UAE, gold-standard in Egypt, valuable for UK nationals repatriating
- Assessment can be carried out in overseas schools – strict regulations – known as the Assessment-Only Route to QTS, led by Ian Elliott

# AOR to QTS during Covid

- Usually, assessors visit candidates in their overseas schools to observe teaching and assess evidence – not possible in Covid times
- 2020-21 - incorporated the Video-Enhanced Dialogic Assessment process to carry out lesson observations and assessments entirely online where possible
  - ✓ Video lessons and live-streamed remote lessons
  - ✓ Online interviews
  - ✓ Dialogic summative assessment process



# Video-Enhanced Dialogic Assessment

## Video-enhanced lesson observation

- Lesson is video-recorded
- Reviewed by both teacher and observer
- Process of video-stimulated recall, reflection (Nind, 2015) and dialogue, plus written feedback



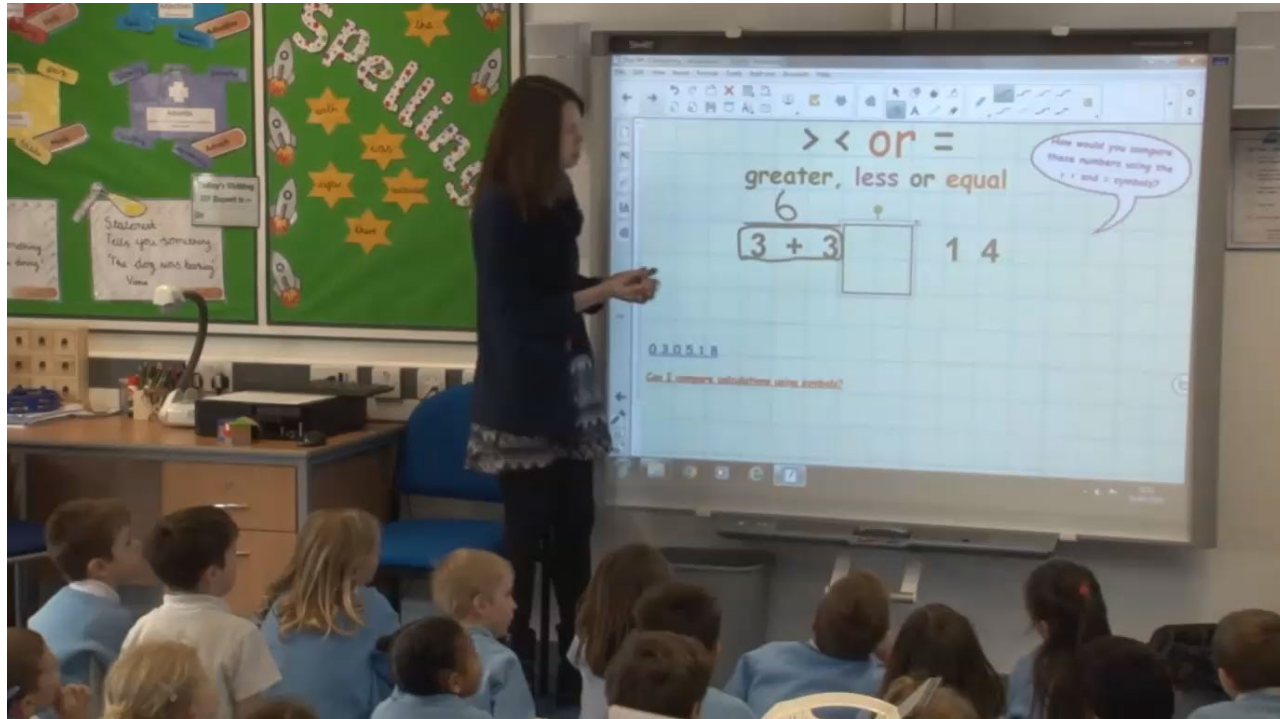
## Dialogic assessment

- Candidate collates portfolio of evidence for summative assessment
- Candidate and assessor explore and discuss evidence and practice in a shared online dialogic space (Wegerif, 2007)

# Video-enhanced lesson observation

## Observing

- The impact of what the teacher is doing on what the students are doing



## Feedback on

- Pedagogy
- Subject knowledge
- Behaviour management
- Teachers' standards



# The Vice-Chancellor's Team Award 20-21: the VEDA project

- Different strands
  - Early Years Teaching leading on dialogic assessment as a new way of assessing trainees on their teaching evidence
  - PGCE Education leading on video-enhanced lesson observation
- Full use of both strands with with Assessment-Only Route to QTS – a 12-week process
- Research as well as practice, with the aim to disseminate on both fronts

## Innovative projects inspire Vice Chancellor's Teaching awards

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The Vice Chancellor's Teaching Fellowships awards up to four inspiring staff members at the University of Sunderland, as well as a new Team Award, annually.

Awarded through an open competition on the basis of a planned project which will be delivered in the forthcoming academic year, this year's projects include: a games-based learning resource, video-enhanced dialogic assessment for trainee teachers, an assessment tool for use



# VEDA processes and research

- We are researching
  - The nature of the **dialogue**, in order to understand what evidence of practice is constructed through the VEDA process
  - The perceptions of the **assessors** about the process of VEDA
  - The perceptions of the **assesseees** about the process of VEDA
- The **data** that is actively collected for the research, as opposed to the assessment process:
  - The video recording and transcription of the VEDA interview
  - The video recording and transcription of the follow-up interviews
  - **Sight/sound** of the documents and videos that may be referred to or explored during the process of the interviews

# Methodology and ethics

- All research that contains video requires a deep consideration of ethics – this shaped what we were able to ask for and do with the data beyond what we needed for quality assurance
- Broadly **action research** as an approach – cycles of development so that we can refine VEDA as a feasible and scalable approach
- Deeper analysis of theoretical elements and conceptual frameworks involved in dialogic assessment and inherent multimodality - moving beyond (or more deeply) into practice

# Case summaries

## Two recent AOR QTS candidates

On the VEDA process:

- “I had all of my materials available to me on the computer. So even if you were to ask me something that I hadn't been prepared for, I was thinking, OK, well, I hadn't actually submitted that evidence. But let me show you this lesson plan that I've done three weeks ago or **let me show you** something else.”

# On video-enhanced lesson feedback

- “There were lots of questions that made me think, oh, yeah, actually. And so let me give you an example.
- One of the questions I haven't been able to get out of my mind is: how do you know that you have every pupil engaged in the lesson? And that's just like a... it's a simple question from your side, but it's really something that's on my mind since the assessment process, so in terms of the of the depth of the feedback, it was it was more minute by minute that I'm used to seeing. And it was more helpful.
- I just felt that it is very clear that you are somebody or the University of Sunderland is an organisation that is used to giving feedback as a profession almost. And it felt like a very professional set of feedback, almost as if I'd gone to a professional feedback-giver.”



# A first pass through the dialogic lens

- “Even though it was it was essentially an audit of my skills, I took away points that I thought of **learning**, learning points, if you like, from your questions.
- So I felt that the pace of the conversation, the pace of the dialogue was good. And because that pace is good, **people bouncing off each other**. I felt like I was bouncing off of you guys and you were bouncing off me and we were able to have a free flow conversation.
- And then it almost felt like... Sometimes we were saying, OK, look, we're going to run out of time, so let's talk about that the next time, whereas **we could have just carried on talking about a standard very productively.**”



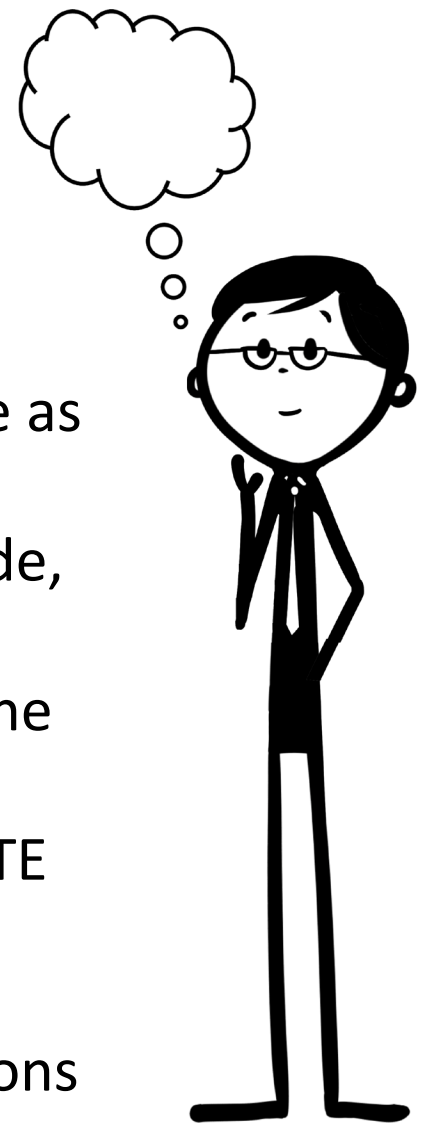


## Insights from research so far

- Valuable process allowing insight into practice from both parties
- Full scale VSRRD not always possible within the time, but access to video enhances the quality of discussion and development points – food for thought about the role of video – less than expected, but research shows that this is not unexpected
- Tangential benefits to the team e.g. informing recent CPD on video-enhanced observation and feedback
- What is happening in the 'dialogic space' feels very powerful and empowering

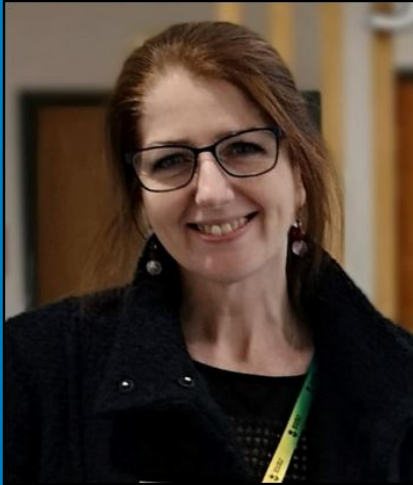
# Next steps and time for discussion

- Transcripts will need coding and thematic analysis to fully explore as we move out of the first wave of data collection
- It is easier to see the practical developments that need to be made, and identify how to develop the wider team around the process
- Deeper theoretical insights will take time to analyse and distil – the research still feels at a very early stage
- Multiple dissemination opportunities already: AHE, BERA, ASCILITE
- Today is the first time we have taken the work to share with colleagues in this way – hence the ‘speculative workshop’ - we welcome your input, insights, comments, questions and suggestions





# Thank You



*Ian, Liz, Simon, Jemma, Alison & Vikki*



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